

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

21200 N 83rd Ave, Peoria, AZ 85382

Peoria Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2003-04 Highly Performing
2002-03 Highly Performing
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Patricia Burckhard
Schedule : 7:00 AM to 4:00 PM
Grades : 9-12
2004 Enrollment : 2409
Web Address : peoriaud.k12.az.us
Phone Number : (623) 487-5125
Fax Number : (623) 487-5140
E-mail : pburckha@peoriaud.k12.az.us

Mission

The mission of Sunrise Mountain High School is to assist all students in acquiring social, emotional, physical, intellectual, and technological skills that enable them to become lifelong learners, as well as motivated, tolerant, adaptable leaders and participants of the 21st century.

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status ^(b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students will appropriately apply mathematical skills across the curriculum with emphasis on problem-solving strategies, geometry and measurement, and data analysis in alignment with the Arizona Academic Standards.
- ü Students will demonstrate and show improvement in their ability to use the writing process, utilizing meaningful organization and employing correct grammar, usage, and punctuation in all academic areas and in alignment with AZ Academic Standards.
- ü Students will increase their ability to recognize and apply text factors in a variety of reading selections across all disciplines and in alignment with district curriculum and AZ Academic Standards.

Enrollment

October 1, 2003 School Year Student Enrollment : 2305
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 101

Instructional Programs

- ü Gifted and Advanced Placement Classes
- ü Honors Classes
- ü Dual Credit College Courses
- ü School-to-Work Transition Programs
- ü National Academy Classes
- ü On-site Special Education
- ü Block Schedule
- ü Credit Recovery Classes

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/20/2005

Shared Responsibilities

School

Our responsibility is to provide students with the best learning environment and opportunities to learn; provide a safe school campus; and invite and maintain parent involvement by providing opportunities to be active in their child's education.

Parents

Parents have a responsibility to form partnerships with our school, including supporting student attendance, monitoring students' completion of assignments, modeling positive attitudes toward learning, attending school activities, and fostering respect.

Transportation Policy

Transportation is provided for eligible students who reside within the attendance boundary but beyond one and a half miles of SMHS, and also provide transportation for eligible special education students to SMHS and other facilities, as noted in each student's IEP.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü 1.7 million dollars in scholarships awarded to seniors	2004
ü Arizona's NASSP/McDonald's Asst. Principal of Year	2004
ü State Runner-up Girls 5A Softball	2004
ü Three time AIA State Champions Performance Cheer	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 3

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	624	2747	65934	100	98	100	513	508	492	14	21	43	24	23	18	35	35	24	27	21	15
All Students (Prior Year)	525	2474	57534	87	92	91	502	500	491	32	32	46	24	21	16	28	30	23	16	16	15
Female	308	1324	32586	100	99	100	513	508	491	13	20	44	25	24	19	35	36	24	27	20	14
Male	316	1418	33226	100	98	99	514	509	493	16	21	42	23	22	18	34	34	24	27	23	16
African American	13	126	3042	93	95	98	500	494	478	25	36	58	25	21	19	42	34	17	8	9	6
Hispanic	43	484	21740	100	99	100	507	495	475	19	33	63	26	27	17	33	28	15	21	11	5
Asian/Pacific Islander	20	88	1643	100	100	99	532	526	519	5	13	23	16	13	13	26	34	30	53	40	34
American Indian/Alaskan Native	NC	29	4351	NC	88	99	NC	497	472	NC	31	68	NC	17	16	NC	41	13	NC	10	4
White	542	2014	34819	100	98	99	514	512	505	14	17	27	24	22	20	35	37	31	27	24	22
Students with Disabilities	32	234	6507	100	98	100	482	481	456	56	55	83	22	19	9	11	18	6	11	7	2
Students without Disabilities	592	2513	59427	100	98	100	514	510	494	14	19	41	24	23	19	35	36	25	27	22	16
Limited English Proficient Students	NC	72	6793	NC	100	100	NC	481	464	NC	56	79	NC	19	11	NC	21	8	NC	4	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	11	210	18745				496	492	475	0	36	64	73	33	16	27	24	15	0	7	5
Non-Economically Disadvantaged	613	2537	47182				514	510	499	15	19	35	23	22	19	35	36	27	27	23	19

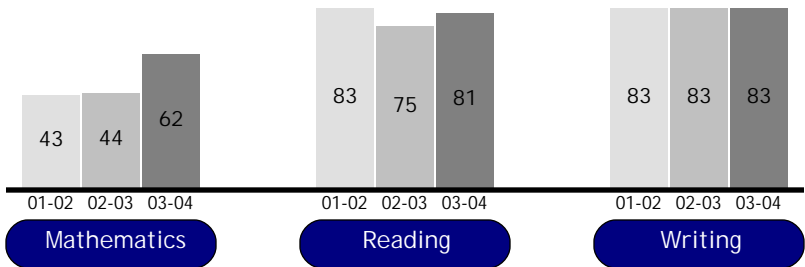
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	637	2819	68162	100	99	100	528	525	509	4	7	18	15	18	24	70	64	51	11	11	8
All Students (Prior Year)	507	2399	56700	84	89	89	525	519	512	6	9	15	18	21	23	59	60	52	16	11	10
Female	310	1358	33509	100	99	100	534	529	513	3	5	15	10	16	23	72	66	52	14	14	9
Male	325	1452	34521	100	99	100	522	520	505	5	8	20	20	20	24	68	63	49	8	9	7
African American	14	130	3163	100	100	99	498	510	497	23	10	22	15	26	30	62	63	46	0	1	3
Hispanic	44	497	22624	100	99	100	528	508	487	2	15	32	17	26	31	67	53	35	14	6	2
Asian/Pacific Islander	19	86	1666	100	100	100	533	531	523	0	6	11	17	14	17	67	65	60	17	15	12
American Indian/Alaskan Native	NC	30	4592	NC	88	100	NC	504	484	NC	20	32	NC	27	37	NC	47	30	NC	7	1
White	551	2065	35727	100	99	100	529	530	526	3	5	7	14	15	17	71	67	64	11	13	12
Students with Disabilities	35	247	6845	100	100	100	479	485	468	42	34	53	33	34	29	25	31	18	0	2	1
Students without Disabilities	602	2572	61317	100	99	100	529	527	512	3	5	15	14	17	23	71	66	53	11	12	8
Limited English Proficient Students	NC	77	7152	NC	100	100	NC	471	464	NC	44	57	NC	38	31	NC	18	12	NC	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	12	221	19528				500	498	487	0	19	31	50	30	32	50	49	34	0	2	2
Non-Economically Disadvantaged	625	2598	48595				529	527	518	4	6	13	14	17	20	71	65	57	11	12	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	635	2808	67629	100	99	100	565	560	524	5	8	22	12	12	16	78	75	59	5	5	3
All Students (Prior Year)	548	2499	55090	91	93	87	494	490	479	5	8	16	12	12	13	83	81	70	0	0	0
Female	309	1351	33347	100	99	100	576	571	537	2	5	17	10	11	15	82	79	64	6	6	4
Male	324	1448	34151	100	99	99	555	550	512	8	12	27	14	13	18	74	71	54	4	4	2
African American	14	130	3150	100	100	99	554	551	515	14	10	24	7	15	19	71	71	56	7	5	2
Hispanic	44	493	22313	100	98	100	571	541	493	2	14	34	5	14	19	88	70	46	5	3	1
Asian/Pacific Islander	19	86	1659	100	100	100	600	580	564	5	6	11	11	6	12	74	79	68	11	9	9
American Indian/Alaskan Native	NC	30	4528	NC	88	99	NC	547	492	NC	7	35	NC	33	21	NC	57	42	NC	3	1
White	549	2058	35593	99	99	99	564	565	547	5	7	13	12	11	14	78	77	69	5	6	4
Students with Disabilities	34	244	6712	100	99	100	480	495	445	40	35	61	24	25	18	36	39	21	0	1	0
Students without Disabilities	601	2564	60917	100	99	100	569	564	530	4	6	19	11	11	16	80	77	61	5	5	3
Limited English Proficient Students	NC	76	6994	NC	100	100	NC	480	442	NC	33	58	NC	24	18	NC	43	23	NC	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	12	220	19310				564	526	489	0	20	35	0	17	20	100	62	44	0	1	1
Non-Economically Disadvantaged	623	2588	48278				565	563	538	5	7	17	12	11	15	78	76	65	5	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	45	45	37	97	53	49	41	98	50	NA	42
	Language	100	47	45	38	98	54	49	42	97	52	48	42
	Mathematics	96	66	64	56	98	73	69	60	97	70	68	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Sunrise Mountain High School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Student Achievement
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü School Budget
- Ü Parent/ Student/Educator Relations
- Ü Organizational Structure (Two Campuses)

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	6.00	Teacher	113.00
Other Professional Staff	10.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	24	3	0	2
4 to 6 years	13	9	0	0
7 to 9 years	13	11	0	0
10 or more years	12	28	2	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	75
Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü School-Community Library
- Ü Electronic Classrooms/Computer Labs
- Ü School-Community Aquatic Center
- Ü School-Community Fields for Sports

Extracurricular Activities

- Ü Student Government
- Ü Service Clubs
- Ü Activity Clubs
- Ü 20 Varsity Sports Compete under AIA
- Ü DECA, SKILLS USA, FBLA, FCCLA

Social Services

- Ü City of Peoria Branch Library
- Ü Peoria Social Services
- Ü Recreational Programs
- Ü Community Service Through Clubs
- Ü Support Groups

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Award winning job training programs which include the Academy of Finance, the Academy of Travel and Tourism, the Academy of Information Technology, Future Teachers of America, Healthcare Technology, and the Pre-School Program.
- ü A daily student attendance rate of 98% and a graduation rate of 97%
- ü Exceeded district and state scores in AIMS reading, writing, and math

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	98	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	96			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Sunrise Mountain High School has a Crisis Management Plan in place; acts on threats of violence; addresses harassment incidents; increases staff visibility; refers at-risk/troubled students to counselors; keeps parents informed through personal contacts, newsletters, on-line academic reports, and forums; believes a safe environment equals student success.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

15

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Patricia Burckhard	(623) 487-5127
Transportation Policy	Steve Highlen	(623) 486-6006
Community Resources	Donna Short	(623) 487-5128
School Nutrition Programs	Willie Gentry	(623) 487-5183
Parent Organization	Misha Ellis	(623) 487-5125
Student Health/Nurse	Sharon Gillam	(623) 487-5134

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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Total cost of printing: 12 Pages X .0318 Per page X 200 Copies = \$76.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.